



Course Syllabus: Techniques & Strategies of Team Sports  
Gordon T. & Ellen West College of Education  
KNES 2403 Section 201  
Spring 2025

Contact Information

Instructor: Dr. Angie Reay  
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Class Meeting Information

Tuesday/Thursday: 8:00-9:20 am  
Wellness Center (south campus)  
In addition, modules, discussion boards, and additional locations based on the sport being taught.

Instructor Response Policy

Email is my preferred method of communication. I will do my best to respond to emails within 24-48 hours during the week. Please expect a 48-hour response on weekends. Emails received on holidays will receive a response no later than 48 hours after the return to the office.

If you need to reach me by phone or Zoom, please email me, and I will schedule a time to talk with you.

Textbook & Instructional Materials

Lochbaum, M. (2002). *Connect Get Active w/ Access* (3<sup>rd</sup> ed.). New York, NY: McGraw-Hill Companies.

Required digital materials for this course are part of the MSU Texas Access & Affordability. The money-saving charge of \$35.00 + tax has been added to your student account, below the publisher's website price. This amount also includes a connection to McGraw-Hill's website. More information about the program and accessing materials can be found on D2L under "First Day Stuff." You can "opt out" of this special pricing and find your material alone. If you prefer to "opt out," the instructions will be in your my.msutexas.edu email on the second day of class. The last day to "opt out" of this program is 1/22/2024. Please contact Jenny Denning at the MSU Bookstore if you have any questions. [jenny.denning@msutexas.edu](mailto:jenny.denning@msutexas.edu)

Access to a personal computer with Microsoft Software, high-speed Internet, and the ability to access D2L, the MSU Online Learning System.

### Course Description/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the SHAPE Standards for Physical Education, the Teacher Educator Standards (TAC 149:AA), the TExES Examination Framework/Standards PE EC-12 (158), and the Texas Essential Knowledge and Skills for Physical Education (116). This course provides teacher candidates and SPLS students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

- Identify developmentally appropriate fundamental skills of dual sports appropriate for fitness across the lifespan. (SHAPE 1.a, 1.b; SBEC I; InTASC 4, 5; see TEKS listed in course schedule)
- Demonstrate a level of skill competence needed for engaging in and teaching a variety of team sports. (SHAPE 2.a; SBEC I, VI; InTASC 4, 5)
- Identify relevant information related to team sports such as equipment, etiquette, safety, etc. (SHAPE 3.c, SBEC VI; InTASC 4, 5; see TEKS listed in the course schedule)
- Demonstrate and apply knowledge in planning lessons and designing appropriate learning experiences for participants. (SHAPE 3.a, 3.b; SBEC IV; InTASC 2)
- Demonstrate proficiency in the selection and effective use of verbal and non-verbal cues in the team sport setting, including anticipatory, motivational, safety, and education. (SHAPE 4.a, 4.b; SBEC VI)
- Demonstrate knowledge of strategies and techniques for adapting and individualizing instruction to meet the needs of diverse learners and persons of various ability levels. (SHAPE 1.d, 1.e, 3.d; SBEC III, V; InTASC 2, 5)
- Demonstrate the ability to create a positive community that encourages learners/participants of all abilities to participate in physical activity (motivation, self-respect). (SHAPE 3.d,4.d SBEC III; InTASC 2, 5)
- Demonstrate the ability to teach the components of a practice session (including warm-up, drills, games, lead-up games, cool down). (SHAPE 1.a, 1.b, 3.b; SBEC VI)
- Demonstrate knowledge and application of a wide variety of appropriate implementation techniques (modeling, providing relevant feedback, appropriate demonstrations) to promote student learning. (SHAPE 4.c; SBEC VI)
- Demonstrate the ability to recognize proper and improper technique in team sports skills (SHAPE 4.e, SBEC VII; see TEKS listed in course schedule)
- Design strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment. (SHAPE 4.d; SBEC III; see TEKS listed in the course schedule)

See Appendix A for a complete list of standards/competencies. See the Course Schedule for alignment of assignments and standards.

## Midwestern State University Student Honor Code

As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so." As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an essential role in helping mold these responsible citizens.

### Student Handbook

Refer to: [Student Handbook](#)

### Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

As an extension of the MSU Academic Dishonesty Policy and to fairly evaluate all students' work, all work submitted in this course must be generated by the students themselves. Therefore, work submitted that has been generated by another person/entity and the use of Automated Writing Tools, including chatGPT and other comparable artificial intelligence (AI) tools, is considered plagiarism and violates MSU policy.

### Grading/Assessment

Students are expected to submit classroom assignments before or by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date to discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable, and late assignments (not discussed ahead) will have a minimum automatic 25 %-point deduction for each day late. Students may be permitted to make up coursework under 2 conditions: 1) notify the instructor before the absence to devise a make-up plan, or 2) provide evidence of an excused absence.

Grammar will be graded as a part of any coursework. All work should be in your own words. I will give feedback on assignments when appropriate, including comments through "news items," comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to Dropbox. Please take the time to read these comments as I am taking the time to make them. Grades for each assignment will be posted in the D2L course grade book.

Table 1: Weight allocated to each assignment

Assignments	Weight
Connect Assignments & Homework	10%
Class Participation & Attendance (10 pts/day)	25%
Activity Lesson Plan & Presentation	15%
Bucket of Skills (3 @ 25 pts)	15%
Skills Assessments	10%
Comprehensive Final Exam	15%
Total Weight	100%

Table 2: Range for final grade.

Grade	Range
A	90 to 100
B	80 to 89
C	70 to 79
F	Less than 70

#### Homework

Prior to some class meetings, you will have online assignments related to the current sport to complete through McGraw Hill Connect and D2L. The dates are outlined below in the class schedule.

#### Extra Credit

There are no extra credit opportunities available for this course.

#### Exit/Entrance/Quizzes

These assignments are to check students' understanding of each of the sports covered and will take place at the beginning or end of class. These are not always scheduled; students should always be prepared by checking their D2L for weekly homework.

#### Engagement & Participation

This counts as 25% of your final grade. It is NOT the same as attendance. It includes physical participation, intelligent statements, sincere questions, and clear preparation for class, including dressing appropriately.

Dress Code:

\* All students are required to dress up for every class unless otherwise notified.

\* Shorts of proper length and *proper* shoes are of your choice (no flip-flops, boots, or sandal-type shoes).

Wellness Center: You must bring your MSU student ID to each class and adhere to all building policies.

## Lesson Plan/Implementation

Using a provided template, you will write a lesson plan for a team sport skill and teach it to the class on your assigned day. All plans will be due Tuesday, April 30, to the D2L dropbox. You will sign up for teaching dates during class.

## Bucket of Skills

This is a practical exam to test your knowledge and ability to perform the skills taught in this course. You will be given a list of skills to prepare for the three dates listed in the schedule below.

## Skills Testing

Skills tests will be administered to evaluate students' skill acquisition for those skills taught and practiced in class.

## Comprehensive Final Exam

The written exam counts as 100 points of your final grade. You will have 2 hours to complete it during our scheduled final exam time in May—see course schedule.

## Important Dates

The last day for term schedule changes is January 24, 2025. Check the date on the [Academic Calendar](#).  
Deadline to file for graduation: February 17, 2025. Check the date on the [Academic Calendar](#).  
The last Day to drop with a grade of “W:” is March 24, 2025, by 4:00 pm. Check the date on the [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

## Desire-to-Learn (D2L)

This course extensively uses the MSU D2L program. Each student is expected to be familiar with this program, which provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please get in touch with the technicians listed for the program or your instructor.

## Attendance

Attendance is expected at all class meetings, and you must be on time when class begins. Leaving class early without prior permission will result in your being counted absent for the class session. Students and faculty will not attend/hold class if they are experiencing illness or any signs/symptoms of COVID-19. Attendance will be graded as part of the professional responsibilities assessment. Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability and are taken seriously. Candidates will receive an F grade on the third absence. If a candidate is taking ‘blocked’ courses taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor

must give the student a verbal or written warning before dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods, the grade will be an F. The official drop date is the date the instructor drop form is received in the Office of the Registrar.

If you would like to receive notifications via a regularly checked email or via text message, you can set it up in D2L. Once logged in, go to the drop-down by your name in the gold navigation bar. Click "notifications," then register an email address or mobile number and customize your desired notifications.

You can address me by Dr. Reay. Decorum in emails and other communications should reflect the same professionalism.

The Instructor reserves the right to amend these rules throughout the term.

#### Services for Students with Disabilities

By Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

#### College Policies

##### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

##### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

## Campus Carry Rules/Policies

Refer to [Campus Carry Rules and Policies](#)

## Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated smoking areas at each location.

## Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on university property or during university-sponsored activities.

## Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

## Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: "[Run. Hide. Fight.](#)"

## Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

## Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the instructor's discretion.

## Course Schedule

Day	Date	Content and Activities	Assignments with Due Dates
Tuesday	Jan. 21	Orientation and Syllabus	Get connect text course access online  Read Chapter 1: Introduction to Wellness, Fitness, and Behavior Change
Thursday	Jan. 23	Introduction to Basketball: Rules & Skills	Read Chapter 9: Basketball
Tuesday	Jan. 28	Basketball Drills	
Thursday	Jan. 30	Basketball Scrimmage	Basketball/Intro Quiz
Tuesday	Feb. 4	Volleyball Rules & Skills	Read Chapter 13: Volleyball
Thursday	Feb. 6	Volleyball Drills	
Tuesday	Feb. 11	Volleyball Scrimmages	Volleyball Quiz
Thursday	Feb. 13	Soccer Rules & Skills	
Tuesday	Feb. 18	Soccer Drills	
Thursday	Feb. 20	Soccer Scrimmages	Soccer Quiz
Tuesday	Feb. 25	Ultimate Frisbee Rules & Skills	Read Chapter 22
Thursday	Feb. 27	Ultimate Frisbee Drills & Scrimmage	Ultimate Frisbee Quiz
Tuesday	Mar. 4	Bucket of Skills	
Thursday	Mar. 6	Bucket of Skills/Midterm Exam	Midterm Exam
Tuesday	Mar. 11	No Class-Spring Break	
Thursday	Mar. 13	No Class-Spring Break	
Tuesday	Mar. 18	Softball Rules & Skills	Read Chapter 11: Softball
Thursday	Mar. 20	Softball Drills	
Tuesday	Mar. 25	Softball Scrimmages	
Thursday	Mar. 27	Student Lesson Plan Work Day	Work Day
Tuesday	Apr. 1	Flag Football Rules & Skills	
Thursday	Apr. 3	Flag Football Drills	
Tuesday	Apr. 8	Flag Football Scrimmage	Read Chapter 21: Flag Football
Thursday	Apr. 10	Student Lesson Plans	
Tuesday	Apr. 15	Student Lesson Plans	
Thursday	Apr. 17	No Class-Holiday Break	
Tuesday	Apr. 22	Student Lesson Plans	
Thursday	Apr. 24	Student Lesson Plans	
Tuesday	Apr. 29	Student Lesson Plans	
Thursday	May 1	Student Lesson Plans	
Tuesday	May 6	Student Lesson Plans	
Thursday	May 8	Student Lesson Plans	
Thursday	May 15	FINAL EXAM	8:00-10:00 AM LOCATION TBD



### References/Scientifically-Based Research/Additional Readings:

We constantly use scientific research and position statements (based on research) from the leading national organizations to keep our students up to date on the latest trends in the field. This course specifically uses the following references:

Mitchell, S.A., Oslin, J.L., & Griffin, L.L. (2021). Teaching Sport Concepts and Skills. 4<sup>th</sup> ed. Champaign, IL: Human Kinetics.

NASPE. (2011). P.E. metrics: Assessing national standards 1-6 in secondary school. Reston, VA: Author.

Olympics (2024). How to play handball: Rules of the game. <https://olympics.com/en/news/handball-game-rules-regulations-how-to-play>

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author. <https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>

SHAPE America. (2017). 2017 National Standards for Initial Physical Education Teacher Education. Reston, VA: Author. <https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-PETE-Standards-and-Components.pdf>

Special Olympics (2024). Floor Hockey: Coaching guide, rules, and other materials for coaches. <https://resources.specialolympics.org/sports-essentials/sports-and-coaching/floor-hockey>

Texas Education Agency Commissioner's Rules Concerning Educator Standards, [Chapter 149: Subchapter AA Teacher Standards](#) (see D2L for full list)

Texas Essential Knowledge and Skills (TEKS), Texas Education Agency: [Chapter 116: Physical Education](#) (see D2L for full list)

USA Lacrosse (2021). Players & Parents. <https://www.usalacrosse.com/>

### Appendix A: Standards/Competencies

SHAPE National Standards for Initial Physical Education Teacher Education (2017)  
Standard 1. Content and Foundational Knowledge Physical education candidates1 demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.

- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.

Standard 2. Skillfulness and Health-Related Fitness<sup>2</sup> Physical education candidates are physically literate individuals who can demonstrate skillful performance<sup>3</sup> in physical education content areas and health-enhancing levels of fitness.

- 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).

Standard 3. Planning and Implementation Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

- 3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 3.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

Standard 4. Instructional Delivery and Management Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

- 4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

- Physical Education EC–12 Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
- Physical Education EC–12 Standard III: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation and social skills through participation in physical activities.
- Physical Education EC–12 Standard IV: The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social and emotional development.
- Physical Education EC–12 Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
- Physical Education EC–12 Standard VI: The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

#### Texas Examinations of Educator Competencies Physical Education EC-12

- Competency 001: The teacher understands and applies principles of motor development and motor learning.
- Competency 002: The teacher understands principles and practices for developing, combining and integrating motor skills.
- Competency 003: The teacher understands and applies knowledge of movement concepts and biomechanical principles.
- Competency 004: The teacher understands and applies knowledge of individual, dual and team sports and activities.
- Competency 010: The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block, and Clinical Teaching in the following areas. The following InTASC standards are addressed in this course.

- Standard 1- Learner development. The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student’s cognitive, linguistic, social, emotional, and physical abilities, because they understand that students’ abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students’ growth and development, receiving input from and collaborating with families, colleagues, and other professionals.
- Standard 4- Content knowledge. The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students. Applying this standard, teachers commit to keeping up-to-date and relevant in their content areas, in both local and global contexts, incorporating and promoting cross-cultural understanding. Teachers encourage and appreciate students’ critical analyses and ensure that students are appropriately challenged with adequate resources to support their learning. And teachers are sensitive to the potential for bias, actively seeking to address it when covering any learning content.
- Standard 5- Application of content. The teacher understands how to apply and connect different concepts within the learning content, using this understanding to engage students and

to help them apply these concepts to the real world. Teachers also use this understanding to draw from content material outside their own area of concentration, helping students to understand how their education as a whole is composed of interrelated components. Including local and global examples, teachers draw on culturally and socially diverse perspectives and collaborate with other teachers to provide an example that encourages students to explore, think critically, and develop their own innovative skills.